DOCUMENT RESUME

ED 477 587 JC 030 329

AUTHOR	Leist, Jay; Murray, John
TITLE	Useful Information for Community College Leaders.
INSTITUTION	National Council of Instructional Administrators, Nashville, TN.
PUB DATE	2003-05-00
NOTE	54p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Fund Raising; *Labor Force Development; *Adjunct Faculty; Articulation (Education); College Credits; *College School Cooperation; Community Colleges; *Distance Education; Economic Impact; *Educational Technology; Faculty Development; Job Development; Remedial Instruction; School Holding Power; Staff Development ; Strategic Planning; Transfer Policy; Transfer Programs; Transfer Students; Two Year Colleges

ABSTRACT

This document provides a list of dissertations, ERIC documents, and journal articles on contemporary issues of interest to community college leaders. The topics addressed include adjunct faculty, dual/concurrent credit, economic and workforce development, technology and distance education, development/fund raising, student retention, strategic planning, transfer and articulation, developmental education, and faculty/staff development, and teaching. (RC)

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Useful Information for Community College Leaders

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Useful Information for Community College Leaders

(Note: NCIA published this article in the May 2003 issue of *Instructional Leadership Abstracts*; the edited version below explains this PDF file).

Each of us has faced at least one gut-wrenching instructional leadership challenge. Desirous of the perfect solution, many of us have invested valuable time to analyze a situation, develop a number of possible options, and select a response—also known in some circles as "reinventing the wheel"—only to watch our chosen action cause more organizational headaches, turmoil, or outright failure. This issue of ***Instructional Leadership Abstracts*** *offers an edited version of a recently-completed study by Jay Leist, our NCIA Research Assistant, and John Murray, an Associate Professor of Higher Education in Texas Tech's College of Education. Together, they explored one way to possibly improve institutional decision-making. Their efforts suggested that a greater reliance on "the available research" can provide us with a variety of long-lasting solutions, and alleviate the costly and frustrating phenomenon of reinventing the wheel. The study was presented at the 2003 AACC Convention.*

Community college administrators routinely face an array of problems that can impede organizational goals and adversely impact student learning. When confronted with an issue, administrators often respond in a predictable manner. They first call a meeting with faculty and/or staff members to discuss the matter. After considerable deliberation, these "troubleshooters" eventually develop a course of action. If the action fails to resolve the matter, the organization will often repeat this cycle until some degree of success is realized.

Recent conversations with community college administrators have indicated that institutions often "reinvent the wheel" when solving problems. This process can waste precious organizational resources and create workforce frustration. More importantly, it often ignores the plethora of research available about today's community colleges, and the valuable lessons other institutions have learned about what "wheels" do and do not work.

A common reason for not considering the research involves the time necessary to identify sources, obtain copies of the papers/articles/dissertations, and read the materials. The idea of distilling useful information into a succinct summary and providing easy access to the materials forms the basis for this study. Concerned by the apparent willingness of institutions to implement courses of action that either did not work (or only partially succeeded) at other campuses, the authors decided to explore the following question: what current research is readily available to assist community college instructional leaders and practitioners in confronting daily organizational problems?

To answer this, the authors worked with several Higher Education (HIED) colleagues to identify 11 broad categories of major issues affecting today's instructional administrators: adjunct faculty; dual/concurrent credit; economic development and workforce; development/fund-raising; technology and distance education; student retention; strategic planning; transfer and articulation; developmental education; faculty/staff development; and teaching issues.

Jay placed himself in the role of an administrator faced with institutional problems cutting across all 11 categories and conducted a five-month review of dissertations, ERIC documents, and professional academic journal articles. Limiting himself to resources published during or after January 2000, he discovered a vast assortment of practitioner- and research-based

findings, helpful hints, and proven strategies to combat many of the issues facing today's community college leader. In reviewing these resources, he focused on the following question: does this item contain sufficient information to possibly help solve an institutional problem (in a specific categorical area)?

To catalog his efforts, Jay created a simple matrix—it follows this article. The file lists dissertations, ERIC documents, and professional academic journal articles according to each of the 11 categories. It also includes enough information to facilitate accessing each item from the Internet or a local library, and provides a short synopsis regarding content, scope, and/or findings. For each category, dissertations are listed with an internal tracking code, the name of the university involved, the author's last name, the year of publication, and a short synopsis. For example,

SR-D-37	Texas Tech University	Street	2000	Evaluates the effects of early, regular, and late registration on the academic success and retention of community college (CC) students

ERIC documents are listed in a similar manner; however, the specific ERIC clearinghouse number is used in place of a university name. For example,

SR-E-05	ED457890	Glenn	2000	Identifies Texas public CCs that have graduated the highest percentage of black males; analyzes why this occurred

Journal articles likewise follow this format, and also include the name of the periodical and a reference citation. For example,

TDE-J-10	EJ637672 *Community College Journal*, v. 72, no. 2, pp. 16-21, Nov.	Hancock	2001	Explores how technology can improve CC mission attainment

The results of this study suggest that administrators and their staffs have access to a wealth of data to assist in solving many of the operational problems affecting today's community colleges. HIED researchers, practitioners, and students aspiring to become future administrators are constantly researching new ways to improve America's two-year institutions. For a number of reasons, community college instructional leaders often do not utilize this valuable information when they face issues and challenges. Hopefully, this study will encourage administrators to at least explore the various research outlets available to them—to see how other institutions have fared in solving certain problems. By doing so, many instructional leaders may avoid "reinventing the same wheel."

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Adjunct Faculty (AF)

Dissertations

AF-D-01	Fielding Institute	Byler	2000	Provides tips for professional development programs for CC early childhood AF
AF-D-02	U. of Texas	Granville	2001	Offers information about the integration of AF into a CC organization
AF-D-03	Sam Houston State U.	Lewis	2000	Explores what AF members value in the area of CC institutional support
AF-D-04	Kansas State U.	Merkle	2001	Examines job satisfaction of CC AF at rural off-campus sites
AF-D-05	U. of Central Florida	Morrison	2000	Discusses Integrating AF into a metropolitan CC mathematics department
AF-D-06	Geo. Washington U.	Naquin	2001	Highlights AF perspectives on educational technology integration

ERIC Documents

AF-E-01	ED458407	Bruening, et al	2001	Describes characteristics of AF involved in career and technical education programs
AF-E-02	ED446793	Buck, et al	2000	Explains how to prepare future CC AF
AF-E-03	ED447530	Burk	2000	Describes the phenomenon of AF exploitation by academic departments
AF-E-04	ED454706	Curry	2001	Depicts how AF status exacerbated challenges of teaching adult ESL CC students
AF-E-05	ED443446	Fischer	2000	Compares CC AF salaries in Florida
AF-E-06	ED451735	Grieve, et al	2000	Offers a compendium of information regarding various topics affecting CC AF
AF-E-07	ED454898	Jacobs	2001	Discusses the decreasing the number of AF at a Utah CC to increase faculty standards
AF-E-08	ED451870	Labeouf	2000	Highlights problems in using AF at CCs, and ways to avoid future conflicts
AF-E-09	ED443452	Lyons, et al	2000	Chronicles a five-component plan to develop AF
AF-E-10	ED450866	Marashio, et al	2000	Provides a compendium of information, to include an article about AF as academic citizens

AF-E-11	ED439758	Miller, et al	2000	Provides a compendium of information, to include evaluating and improving CC AF efforts
AF-E-12	ED454937	Nussbaum	2001	Argues that AF are used when full-timers should be utilized, and that AFs warrant more pay
AF-E-13	ED440671	Phillippe, et al	2000	Provides a compendium that addresses CC staffing and the increases in AF
AF-E-14	ED454180	Price, et al	2000	Explores how growing numbers of AF affect elementary and high school teachers
AF-E-15	ED447500	Schell, et al	2001	Provides a compendium that addresses the counterproductive conditions in which AF teach, and their roles/rewards
AF-E-16	ED454904	Weglarz	2000	Offers a study of AF job satisfaction
AF-E-17	ED448476	Weispfenning	2000	Explains how to avoid the job-related abuse of AF

Journal articles

AF-J-01	EJ631178	Cassebaum	2001	Describes how a class rift between full-time and AF makes for lose-lose v. 87, scenario
Academe, v. 87, no. 4, pp. 37-41, Jul-Aug				
AF-J-02	EJ609961	Fulton	2000	Highlights the plight of AF in Higher Education, and how they can enhance the quality of CC programs
Change, v. 32, no. 3, pp. 38-43, May-Jun				
AF-J-03	EJ611512	Gappa	2000	Details employment conditions and levels of satisfaction of AF
New Directions for Institutional Research, v. 27, no. 1, pp. 77-86, Spring				
AF-J-04	EJ614463	Harris	2000	Shows how material interests of AF can conflict with institutional norms and objectives
College Composition and Communication, v. 52, no. 1, pp. 43-68, Sep				
AF-J-05	EJ605206	Kirk	2000	Addresses the problems of AF in the context of teaching quality
Planning for Higher Education, v. 28, no. 3, pp. 45-54, Spring				
AF-J-06	EJ613164	Laiacona	2000	Describes how unionization improved the salaries and voices of AF
Thought & Action, v. 16, no. 1, pp. 99-106, Summer				
AF-J-07	EJ609182	Mattson	2000	Details the academic labor movement of AF in higher education and what can be done
Social Policy, v. 30, no. 4, pp. 4-10, Summer				
AF-J-08	EJ618321	Moser	2000	Offers way to organize AF to improve their working conditions and status
Academe, v. 86, no. 6, pp. 34-37, Nov-Dec				

AF-J-09	EJ629926	Naquin	2001	Provides a review of the legal implications of relying on AF
Inquiry, v. 6, no. 1, pp. 34-42, Spring				
AF-J-10	EJ635284	Perna	2001	Examines how the concentration of AF women is related to family needs
Journal of Higher Education, v. 72, no. 5, pp. 584-611, Sep-Oct				
AF-J-11	EJ635321	Smallwood	2001	Discusses how a stint as an AF converted a union foe to a labor activist
Chronicle of Higher Education, v. 48, no. 10, pp. A16-A17, Nov				
AF-J-12	EJ631144	Smallwood	2001	Provides a "survival manual" for AF
Chronicle of Higher Education, v. 47, no. 47, pp. A12-A14, Aug				
AF-J-13	EJ603851	Tyree, et al	2000	Addresses the need to improve the working conditions of AF
Community College Journal, v. 70, no. 4, pp. 24-28, Feb-Mar				
AF-J-14	EJ628187	Unger	2000	Describes the academic apartheid and predicament of AF
Thought & Action, v. 16, no. 2, pp. 61-64, Fall				
AF-J-15	EJ623666	Valadez, et al	2001	Reports on commitment of CC AF: roles, benefits, and job security
Community College Journal of Research and Practice, v. 25, no. 2, pp. 97-108, Feb				
AF-J-16	EJ635277	Volk, et al	2001	Discusses institutional resource allocation—high AF usage
Journal of Higher Education, v. 72, no. 4, pp. 387-413, Jul-Aug				
AF-J-17	EJ633289	Winter, et al	2001	Chronicles the effects of full-time versus AF, in response to the aging of CC instructors
Community College Review, v. 29, no. 1, pp. 18-34, Summer				

Dual/Concurrent (DC) Credit

Dissertations

DC-D-01	Virginia Polytechnic Institute	Catron	2001	Chronicles the *Virginia Plan for Dual Enrollment*—provides a history of the plan and relevant administration issues
DC-D-02	U. of Texas	Chew	2000	Explores planning factors for DC credit and distance-learning programs for special populations
DC-D-03	Texas A&M-Commerce	Davis	2001	Compares and contrasts levels of career indecision and personalities of DC enrollment high school and CC students
DC-D-04	U. of Missouri-Columbia	Girardi	2001	Identifies 14 factors to predict public high school DC partnerships with Missouri colleges and universities
DC-D-05	Brigham Young U.	Kruger	2000	Determines cost savings of DC enrollments for state of Utah coffers
DC-D-06	Northern Arizona U.	Lee	2001	Explores success of a CC vocational program offering DC enrollment
DC-D-07	U. of Utah	Sagers	2000	Evaluates program quality and acceleration of DC enrollments

ERIC documents

DC-E-01	ED447851	Andrews	2000	Presents findings of Illinois survey about DC enrollments and state funding issues
DC-E-02	ED463823	Andrews	2001	Outlines nationwide DC programs
DC-E-03	ED459662	Arendale	2001	Discusses developmental education issues and trends, and potential for strategies for DC
DC-E-04	ED450645	Ctr. for CC Policy	2001	Presents chart-form data about state policies related to DC options for high school students
DC-E-05	ED457947	Kruger	2000	Determines cost savings of DC enrollments for state of Utah coffers
DC-E-06	ED448815	Palmer	2000	Provides a compendium of information for establishing/sustaining DC programs between CCs and local school districts
DC-E-07	ED451856	Schuetz	2000	Covers ways for high schools and CCs to build successful student transitions
DC-E-08	ED452766	Virginia Council of Higher Education	2001	Discusses DC programs and how they can help students plan for college

Journal articles

DC-J-01 EJ620264 Andrews 2000
New Directions for Community Colleges, v. 27, no. 4, pp. 31-39
Describes DC trends, examples, and issues; provides several lessons learned

DC-J-02 EJ631181 Andrews 2000
Journal of Staff, Program, & Organization Development, v. 17, no. 4, pp. 201-206, Winter
Examines state initiatives, quality issues, and course types of DC programs

DC-J-03 EJ609586 Lowery, et al 2000
American Secondary Education, v. 28, no. 4, pp. 22-26, Summer
Describes successful DC program involving small rural Texas high school and a nearby CC

DC-J-04 EJ645736 Marshall, et al 2002
Community College Journal of Research and Practice, v. 26, no. 3, pp. 237-242, Mar
Studies perceptions of 33 Illinois high school students enrolled in a DC program

Economic Development and Workforce (EDW)

Dissertations

EDW-D-01	U. of Southern Cal.	Camacho	2001	Offers a qualitative look at contract education and EDW efforts in a multi-campus Southern California CC district
EDW-D-02	U. of Louisville	Cotham	2000	Examines perceptions of CC leaders regarding EDW issues in Tennessee
EDW-D-03	E. Tenn. St. U.	Fulmer	2002	Describes initiation of a Virginia CC consortium to promote EDW goals
EDW-D-04	U. of Nevada-Reno	Gaskin	2000	Discusses CC mission expansion in California to address EDW objectives
EDW-D-05	E. Tenn. St. U.	Grau	2001	Chronicles EDW through business incubation at Tennessee CCs
EDW-D-06	Baylor U.	Johnson	2000	Provides a self-audit tool to gauge EDW performance at CCs
EDW-D-07	Texas A&M U.	Nobles	2001	Addresses gaps in the research about basing workforce education on a state system of established skill standards
EDW-D-08	Northern Illinois U.	Saunders	2000	Covers selected facets of federal and state decision-making regarding EDW
EDW-D-09	Iowa State U.	Vittetoe	2001	Identifies EDW as a likely area of focus external constituencies use to gauge a CC leader's service to the community

ERIC documents

EDW-E-01	ED439743	Carnevale	2000	Discusses career qualifications and the challenges CCs face in educating and training the workforce
EDW-E-02	ED456946	Cunningham	2000	Describes EDW efforts at tribal colleges
EDW-E-03	ED441949	State of Florida	2000	Reviews CC EDW programs in Florida
EDW-E-04	ED459878	Gaskin	2000	Discusses CC mission expansion in California to address EDW objectives
EDW-E-05	ED463801	Hanks, et al	2002	Explores the divisive issue of providing effective EDW services from within a traditionally-run CC
EDW-E-06	ED463814	Hawaii Univ.	2002	Details the strategic plan for the Univ. of Hawaii CCs; includes system-wide promotion of EDW priorities
EDW-E-07	ED451874	Hilbert, et al	2000	Highlights collaborative effort in North Carolina between a CC and university to promote EDW objectives

EDW-E-08	ED456868	Hodge	2000	Details efforts by a Washington state CC to measure its short-term and long-term EDW contributions
EDW-E-09	ED450834	Houston CC	2000	Describes Houston CC's contributions to the City of Houston's EDW needs
EDW-E-10	ED462121	Houston CC	2001	Summarizes Houston CC's effectiveness in meeting its EDW goals
EDW-E-11	ED464697	Howard CC	2001	Assesses EDW contributions by a CC in Maryland
EDW-E-12	ED446792	Illinois CC Board	2000	Highlights accountability and EDW initiatives of 48 CCs in Illinois
EDW-E-13	ED440253	Imel	2000	Discusses education's role in developing welfare-to-work programs
EDW-E-14	ED443458	Knutzen	2000	Highlights key points and trends from the strategic plan for Columbia Basin (WA) College; includes EDW findings
EDW-E-15	ED464666	Lancaster	2000	Provides annual EDW report of North Carolina's CC system
EDW-E-16	ED450856	Levin	2001	Covers effects of globalization on CCs, to include government policies that emphasize EDW outcomes
EDW-E-17	ED463811	Nat'l Ctr. for Higher Education Management Systems	2001	Focuses on CC services provided in Pennsylvania to strengthen EDW priorities
EDW-E-18	ED445723	North Carolina CC System	2000	Presents state EDW initiatives, goals, and objectives
EDW-E-19	ED455896	North Carolina CC System	2001	Identifies state EDW goals to develop programs for each service area
EDW-E-20	ED453855	Santa Fe CC	2000	Describes Florida's future goals, to include student-centered EDW initiatives
EDW-E-21	ED455400	Schwager, et al	2000	Details need for more EDW collaboration between California CCs and the information technology industry
EDW-E-22	ED457887	Texas HIED Coordinating Board	2000	Assesses EDW factors likely to affect the state's CCs through 2005
EDW-E-23	ED443461	Tollefson	2000	Describes national characteristics of CCs, and how EDW issues are now high-priority items in many institutions
EDW-E-24	ED452366	Wonacott	2001	Emphasizes critical nature of leadership in career and technical education

Journal articles

EDW-J-01	EJ633304	Boggs	2001	Contends that CCs have emerged as the nation's leaders in EDW
Community College Journal, v. 72, no. 1, pp. 23-26, Aug-Sep				
EDW-J-02	----------	Breeden	2002	Discusses the Georgia technical college system's training innovations in EDW
Community College Journal, v. 72, no. 6, pp. 36-39, Jun-Jul				
EDW-J-03	EJ629925	Drury	2001	Proposes creation of an entrepreneurial college within CCs to emphasize EDW by offering non-credit courses
Inquiry, v. 6, no. 1, pp. 26-33, Spring				
EDW-J-04	EJ631370	Elsner	2001	Describes key points from AACC's first summit on EDW
Community College Journal, v. 71, no. 6, pp. 18-23, Jun-Jul				
EDW-J-05	----------	Forde	2002	Chronicles how CCs have advanced EDW nationwide
Community College Journal, v. 72, no. 6, pp. 32-35, Jun-Jul				
EDW-J-06	----------	Heelan	2000	Underscores important contributions made by CCs to support EDW goals
Community College Journal, v. 70, no. 6, p. 6, Jun-Jul				
EDW-J-07	EJ631376	Lerman, et al	2001	Declares that CCs could be the nation's leading trainers/retraining suppliers of future information technology workers
Community College Journal, v. 71, no. 6, pp. 41-44, Jun-Jul				
EDW-J-08	EJ632974	Levin	2001	Examines governmental policies of U. S. and Canada toward EDW goals in CCs
Higher Education, v. 42, no. 2, pp. 237-262, Sep				
EDW-J-09	EJ631377	Moisan	2001	Chronicles how a CC in Oregon helped open a workforce transition center after a major local employer closed its doors
Community College Journal, v. 71, no.6, pp. 45-47, Jun-Jul				
EDW-J-10	EJ633305	Risley	2001	Analyzes the CC balance of power shift between general education proponents and supporters of EDW goals/objectives
Community College Journal, v. 72, no. 1, p. 27, Aug-Sep				
EDW-J-11	----------	Russell	2001	Highlights Michigan's network of CC training centers to ensure technical skills training for business and industry
Community College Journal of Research and Practice, v. 25, no. 9, pp. 703-714, Oct-Nov				
EDW-J-12	----------	Templin	2002	Argues that CCs should facilitate the creation of an industry-driven EDW strategy in sectors most likely to be influenced by technology
Community College Journal, v. 72, no. 6, pp. 8-12, Jun-Jul				
EDW-J-13	EJ613469	Thomas, et al	2000	Describes how one Minnesota CC addressed a workforce issue by developing customized training
Community College Journal, v. 70, no. 6, pp. 28-31, Jul				

Development/Fund-Raising (DFR)

Dissertations
None

ERIC documents

DFR-E-01	ED461390	Anderson	2001	Purports that DFR efforts at CCs lag for three distinct reasons; offers strategies to counteract DFR problems
DFR-E-02	ED463802	Castro, et al	2000	Analyzes CCs as models for adaptation in Latin America; suggests that the private sector should do more with CCs
DFR-E-03	ED457895	de la Garza	2000	Explores various ways CCs are financed
DFR-E-04	ED455903	Hall	2001	Focuses on grant development and both public and private grant sources available to CCs
DFR-E-05	ED455986	Institute for Higher Higher Education	2000	Describes funding issues surrounding tribal college infrastructure development
DFR-E-06	ED439737	Merisotis, et al	2000	Addresses trends in CC financing, to include reliance on private programs
DFR-E-07	ED441361	Resek, et al	2000	Examines higher education costs in Illinois; includes costs paid by donations and endowments
DFR-E-08	ED457903	Roueche, et al	2001	Reports how a Colorado CC improved student success by seeking external funding support
DFR-E-09	ED451844	Western Iowa Tech	2000	Chronicles strategic planning initiatives to increase financial support through development of new funding sources

Journal articles

DFR-J-01	EJ643589	Brumbach	2002	Applies "growth pole theory" to CC development; advises CCs to take an entrepreneurial approach to education
Community College Journal, v. 72, no. 4, pp. 16-19, Mar				
DFR-J-02	EJ643592	Craft, et al	2002	Discusses ways in which CCs are approaching DFR issues
Community College Journal, v. 72, no. 4, pp. 28-32, Mar				
DFR-J-03	EJ643590	Edwards	2002	Discusses planned giving for CCs; offers overview of associated tax laws and details items for a CC DFR plan
Community College Journal, v. 72, no. 4, pp. 20-23, Mar				
DFR-J-04	EJ641667	Hall	2002	Discusses conceptual link between DFR and relationship building; asserts that CCs have relationship-building expertise
Community College Journal of Research and Practice, v. 26, no. 1, pp. 47-60, Jan				

DFR-J-05 EJ641663 Jackson, et al 2002
Community College Journal of Research and Practice, v. 26, no. 1, pp. 1-6, Jan
Discusses new trends in CC DFR; suggests that many CC presidents have little data to help DFR efforts

DFR-J-06 EJ615355 Jackson, et al 2000
Community College Journal of Research and Practice, v. 24, no. 9, pp. 729-744, Nov
Identifies and rank orders trends and issues affecting private fund-raising at 42 North Carolina CCs

DFR-J-07 EJ641664 Keener, et al 2002
Community College Journal of Research and Practice, v. 26, no. 1, pp. 7-23, Jan
Reports that resource development in CC grants and foundations offices are providing substantial external revenue

DFR-J-08 EJ632926 Penney 2001
Metropolitan Universities: An International Forum, v. 12, no. 2, pp. 44-48, Spring
Discusses collaborative effort between a Massachusetts university and area CCs to jointly increase fund-raising

DFR-J-09 EJ629636 Pulley 2001
Chronicle of Higher Education, v. 47, no. 34, pp. A28-A30, May
Provides data on college fund-raising, to include CC giving

DFR-J-10 EJ603854 Roueche 2000
Community College Journal, v. 70, no. 5, pp. 16-22, Apr
Asserts that relationship building is still best strategy for insuring future survival of CCs

DFR-J-11 EJ625091 Selingo 2001
Chronicle of Higher Education, v. 47, no. 29, pp. A28-A30, Mar
Describes fund-raising of Penn State University president and turning two-year branches into four-year institutions

DFR-J-12 EJ605400 Watkins 2000
Community College Journal of Research and Practice, v. 24, no. 2, pp. 95-106, Feb
Examines how public CCs generated revenue from grants and contracts, in the face of a recession

Technology and Distance Education (TDE)

Dissertations

TDE-D-01	Colorado State U.	Aljarrah	2000	Establishes evaluative data about online courses taken by CC students; offers baseline of knowledge to develop and improve online courses
TDE-D-02	Eastern Mich. U.	Austin	2000	Focuses on key factors involved in creating quality TDE programs at 3 CCs
TDE-D-03	E. Tenn. St. U.	Benton	2001	Studies perceptions of CC chief academic officers and chief TDE officers, regarding faculty satisfaction toward online distance education
TDE-D-04	U. of Central Florida	Berg	2001	Compares CC student learning styles, instructional preferences, withdrawal rates, and performances between online and traditional English classes
TDE-D-05	Oregon St. U.	Blount	2002	Describes and communicates a student-constructed model of student services for TDE
TDE-D-06	U. of Sarasota	Bressler	2000	Examines factors of existing CC TDE learning programs which aid in program success
TDE-D-07	Oregon St. U.	Cannon	2001	Identifies internal support systems that contribute to success of CC faculty teaching in a TDE setting
TDE-D-08	Geo. Mason U.	Cassidy	2002	Reports on the state and applicability of accredited TDE studio art courses at CCs and universities
TDE-D-09	U. of Alabama	Colagross	2000	Examines and compares perceptions of administrators at 29 Alabama CCs concerning TDE issues
TDE-D-10	Florida Atlantic U.	Coleman-Ferrell	2001	Develops a predictive model of CC student performance in Internet-based TDE courses
TDE-D-11	Texas Tech U.	Crouch	2001	Investigates Texas CC faculty and administrator perceptions and satisfaction regarding online courses and institutional TDE policies
TDE-D-12	U. of California-Santa Barbara	DelVecchio	2001	Compares CC student inputs, actions, and outcomes between an online and traditional English course

TDE-D-13	Geo. Mason U.	Douglas	2002	Explores online criminal justice course delivery at the CC level, and issues surrounding TDE for police officers
TDE-D-14	Capella U.	Ganey	2000	Uses Myers-Briggs Type Indicator to determine which CC students are more likely to enroll and participate in TDE courses
TDE-D-15	Florida St. U.	Gilbert	2000	Compares traditional and nontraditional CC students, and how TDE courses and perceptions of faculty contact impact the retention of students in each category
TDE-D-16	Texas A&M-Commerce	Glenn	2001	Compares traditional CC learning environments with TDE course opportunities
TDE-D-17	Geo. Mason U.	Guiliano	2001	Focuses on TDE implementation of CC introductory composition courses, to help students master subject matter
TDE-D-18	U. of Sarasota	Harakal	2000	Studies a TDE consortium supporting a New Jersey CC, 3 area high schools, and a county public library
TDE-D-19	U. of Florida	Hodge	2000	Analyzes differences between states that have a TDE policy for CCs, and those that do not
TDE-D-20	U. of Arkansas	Inbody	2000	Determines if television production techniques for an Oklahoma CC TDE course impacted student attendance, attention, and satisfaction
TDE-D-21	Indiana St. U.	Keen	2001	Examines a variety of issues surrounding CC faculty and administrator perceptions about TDE
TDE-D-22	Northern Illinois U.	Kovala	2000	Focuses on TDE policies emerging from development of online courses, and how these courses can transform a CC
TDE-D-23	U. of Houston	Loffredo	2001	Compares TDE delivery of a CC physical education course with two other instructional styles for the same subject
TDE-D-24	Northern Arizona U.	Moore	2001	Compares perspectives, demographics, and experiences of CC students enrolled in both TDE and traditional courses
TDE-D-25	North Carolina State U.	Noble	2000	Profiles demographics of CC radiological technology faculty nationwide, and their attitudes toward TDE

TDE-D-26	Geo. Washington U.	O'Quinn	2002	Determines what factors motivate CC faculty to participate in TDE
TDE-D-27	U. of Central Florida	Ricci	2002	Describes the system infrastructure needs and perceptions of 28 Florida CCs regarding TDE course delivery
TDE-D-28	Northern Illinois U.	Schilke	2001	Studies attrition from web-based CC courses by reviewing experiences of learners who withdrew from classes
TDE-D-29	Pepperdine U.	Shihadi	2001	Addresses receptivity to online instruction and ways to develop or update curriculum to incorporate TDE
TDE-D-30	Northern Illinois U.	Siebert	2000	Examines the level of concern among CC faculty toward TDE programs that use interactive television
TDE-D-31	Auburn U.	Smith	2001	Compares levels of success between Alabama CC students attending traditional and TDE presentations of introductory algebra
TDE-D-32	U. of Alabama	Taylor	2000	Determines the challenges facing CC faculty and administrators in designing and implementing a TDE program
TDE-D-33	Virginia Commonwealth U.	Terrell	2001	Evaluates a variety of issues facing full-time CC counselors in Virginia; identifies TDE as having a major impact on their roles as educational counselors
TDE-D-34	U. of Cincinnati	Waldrop	2000	Examines the design, implementation, and evaluation of TDE courses at an Ohio CC
TDE-D-35	U. of Southern Mississippi	Wiggins	2000	Examines relationships between a wide range of factors and course satisfaction and grade achievement for TDE classes at a Mississippi CC
TDE-D-36	Texas A&M U.	Williamson	2000	Compares CC faculty and staff perceptions of distance technology before and after training

ERIC documents

TDE-E-01	ED462118	Bower, et al	2001	Analyzes student satisfaction levels with interactive television courses and instructors at 3 Florida CCs
TDE-E-02	ED463782	Carl Sandburg CC	2001	Describes the development of technology infrastructures between an Illinois CC and local K-12 schools to promote active student learning

TDE-E-03	ED445766	Connecticut CC System	2000	Presents the TDE plan for all CCs within Connecticut
TDE-E-04	ED439749	Florida State Board of CCs	2000	Focuses on two-way interactive courses to learn more about student and faculty perceptions of TDE learning
TDE-E-05	ED459899	Germanna CC	2001	Reports progress within the Virginia CC system; assesses TDE efforts
TDE-E-06	ED452814	Hengehold, et al	2000	Provides Virginia's CC infrastructure plan for TDE
TDE-E-07	ED445859	Jensen	2000	Describes TDE infrastructure between a rural Nebraska school district and an area CC
TDE-E-08	ED455751	Lee	2001	Argues that staff development may be the biggest constraint CCs face in establishing TDE courses
TDE-E-09	ED464525	Loane	2001	Discusses accreditation issues surrounding TDE
TDE-E-10	ED454915	Lund, et al	2000	Explores how an Arizona CC overcame many obstacles in fielding interactive television courses
TDE-E-11	ED457893	Marashio, ed.	2001	Addresses wide range of articles about New Hampshire CCs, to include the impact of TDE
TDE-E-12	ED447843	Milliron, et al	2000	Provides major assessment of TDE, and its impact on learning within CCs
TDE-E-13	ED464630	Nunaley, et al	2002	Explores the various stages through which CC faculty members progress, when being trained for TDE
TDE-E-14	ED457334	Olmstead	2001	Analyzes academic performance of students enrolled in a TDE dental hygiene program at a Wisconsin CC
TDE-E-15	ED444407	Phipps, et al	2000	Identifies 24 benchmarks essential to ensuring excellence in Internet-based TDE learning
TDE-E-16	ED451861	Pruett	2000	Provides the technology master plan for one Virginia CC
TDE-E-17	ED457889	Rogers	2001	Analyzes funding issues related to TDE in the North Carolina CC system

TDE-E-18	ED454929	Ross	2001	Details "hybrid" curriculum of an Arizona CC English class that simultaneously exposes students to both online and traditional classroom instruction
TDE-E-19	ED448840	Ross	2000	Details Arizona CC English professor's experiences in a Hybrid Electronic Course; format led to more interaction with students, but was harder to teach
TDE-E-20	ED439744	Ryland	2000	Explores how CCs are charting their future paths by emphasizing TDE
TDE-E-21	ED444617	Simpson, et al	2000	Describes problems faced and strategies used to resolve issues affecting TDE program at a Texas CC
TDE-E-22	ED455901	Stern	2001	Credits CC learning assistance centers with enhancing student success; discusses computer-aided instruction
TDE-E-23	ED463012	Sullivan	2001	Addresses how CCs will position themselves, in light of the future of educational technology and learning
TDE-E-24	ED446722	van Dusen	2000	Examines issues of access, cost, and quality in TDE programs
TDE-E-25	ED457941	Virginia CC System	2001	Provides final report of the state's efforts to develop a TDE strategic plan
TDE-E-26	ED461391	Wallace, ed	2002	Includes various newsletters on institutional effectiveness at a Texas CC; includes report on TDE learning
TDE-E-27	ED463025	Western Assoc. of Schools & Colleges	2001	Includes various reports on CC accreditation issues, to include TDE
TDE-E-28	ED458894	Wisconsin Tech. College System Board	2001	Provides an eTech College plan for governance, curriculum, student services, marketing, and tech support
TDE-E-29	ED452368	Wonacott	2001	Discusses implications of TDE for career and technical education programs; underscores critical nature of faculty development for TDE courses
TDE-E-30	ED438010	Zeszotarski	2000	Expands the definition of computer literacy for CC students

Journal articles

TDE-J-01	EJ639653	Berg	2001	Discusses issues concerning TDE, such as meaningful ways to use the Internet, and the pros and cons of posting lecture notes

Michigan Community College Journal: Research and Practice, v. 7, no. 2, pp. 9-28, Fall

TDE-J-02	EJ645745	Caverly, et al	2002	Explores "type 3" online educational discussions, in which instructors create online learning communities
Journal of Developmental Education, v. 25, no. 3, pp. 35-36, Spring				
TDE-J-03	EJ643576	Cooley, et al	2001	Analyzes professional development aspects of incorporating information technology into teaching and learning
Journal of Faculty Development, v. 18, no. 1, pp. 35-47				
TDE-J-04	EJ645761	Cote	2001	Discusses ways to provide CC library services to students in TDE classes
Community & Junior College Libraries, v. 10, no. 2, pp. 61-77				
TDE-J-05	EJ621916	Darnell, et al	2000-2001	Describes CC accomplishments and lessons learned in developing a virtual campus and TDE courses/programs
Community College Journal, v. 71, no. 3, pp. 21-23, Dec-Jan				
TDE-J-06	EJ611803	Davis	2000	Asserts that library services for TDE students should be tailored to specific needs, since many CCs fail to provide special services for distance learners
Community & Junior College Libraries, v. 9, no. 2, pp. 3-13				
TDE-J-07	EJ613413	Donlevy	2000	Weighs value of TDE programs to improve access to college and increase success of economically disadvantaged and under-served student populations
International Journal of Instructional Media, v. 27, no. 3, pp. 225-230				
TDE-J-08	EJ637675	Farmer	2001	Provides planning guidelines for North Carolina's development of a virtual learning community for 58 state CCs
Community College Journal, v. 72, no. 2, pp. 34-39, Nov				
TDE-J-09	EJ621670	Flynn	2000	Discusses use of information technology to enhance CC academic offerings and focus on diversity of students
Educause Quarterly, v. 23, no. 4, pp. 34-37				
TDE-J-10	EJ637672	Hancock	2001	Explores how technology can improve CC mission attainment
Community College Journal, v. 72, no. 2, pp. 16-21, Nov				
TDE-J-11	EJ637678	Hengehold	2001	Reports that Virginia CCs have partnered to establish a robust network of TDE offerings
Community College Journal, v. 72, no. 2, pp. 50-54, Nov				
TDE-J-12	EJ637673	Lord, et al	2001	Discusses a Georgia CC's decision to provide every student and faculty member a laptop; explores why student headcount has nonetheless fallen
Community College Journal, v. 72, no. 2, pp. 22-31, Nov				
TDE-J-13	EJ628410	Milliron	2001	Discusses how educators can use e-mail to cultivate learning-centered conversations with diverse students
Michigan Community College Journal: Research and Practice, v. 7, no. 1, pp. 75-78, Spring				
TDE-J-14	EJ625268	Palma-Rivas	2000	Examines TDE program implementation from a minority student's perspective
New Directions for Community Colleges, v. 28, no. 4, pp. 73-83, Winter				

TDE-J-15	EJ649245	Perez, et al	2002	Describes a CC research project that explored the implementation of a successful TDE programs involving developmental math courses
T. H. E. Journal, v. 29, no. 8, pp. 16, 20-22, 24, Mar				
TDE-J-16	EJ637674	Reichard	2001	Argues that CCs should require students to own laptops; doing so will reduce institutional technology costs
Community College Journal, v. 72, no. 2, p. 32, Nov				
TDE-J-17	EJ639664	Sullivan	2001	Examines the role that gender plays in how CC students evaluate their TDE experiences
Community College Journal of Research and Practice, v. 25, no. 10, pp. 805-818, Dec				
TDE-J-18	EJ597675	Swalec, et al	2000	Summarizes how one Illinois CC used multiple technologies to serve a diverse group of students
Community College Journal, v. 70, no. 3, pp. 42-46, Dec-Jan				

Student Retention (SR)

Dissertations

SR-D-01	U. of Wyoming	Arndt	2000	Examines whether a one-semester orientation/survival skills course aided retention of high-risk CC students
SR-D-02	Seattle U.	Baca	2000	Analyzes effects of personalized intervention by CC staffers on student retention during first year of college
SR-D-03	U. of Utah	Bergerson	2002	Explores how new students make sense of an institution's efforts to integrate them into a college community, and how their precollege values affect retention
SR-D-04	U. of Central Florida	Billings	2001	Determines how student support programs, services, and activities affect retention among CC minority students
SR-D-05	U. of Florida	Bilsky	2000	Explores whether CC target groups share common perceptions of, and satisfaction with, their institution, and how these affect student retention
SR-D-06	U. of Oregon	Bishop	2001	Uses Tinto's theory of retention to analyze the outcomes of a policy change on the success of students not making satisfactory academic progress
SR-D-07	U. of North Carolina at Greensboro	Boyles	2000	Examines a structural model for predicting student retention at a CC
SR-D-08	U. of Massachusetts at Amherst	Brinkerhoff	2000	Investigates factors that contribute to adult undergraduate student success, and how faculty-student interaction affects retention
SR-D-09	East Tenn. St. U.	Burnett	2001	Determines perceptions of senior North Carolina CC administrators regarding retention efforts on their campuses for at-risk students
SR-D-10	U. of Missouri, Columbia	Crabtree	2000	Compares performance, retention, and demographics between online and online and on-ground students
SR-D-11	U. of Nevada, Las Vegas	Crawford	2000	Analyzes a number of Extended Opportunities Programs and Services within the California CC system, and their impact on persistence/retention
SR-D-12	U. of Central Florida	Dillman	2002	Improves understanding of the enrollment decision and college experience of Native Americans, and recommends ways to enhance retention

SR-D-13	Florida Int'l U.	Ellison	2002	Examines an effective institutional response to promote freshman retention and academic success
SR-D-14	U. of Northern Colorado	Fox	2000	Determines the interactive effects of gender, ethnicity and First-Year Experience program participation impact student adaptation to college
SR-D-15	Old Dominion U.	Freeze	2000	Identifies noncognitive factors that can impact CC freshman academic performance and retention
SR-D-16	Fielding Grad. Inst.	Garnanez	2002	Examines the impact a college preparation training program and student handbook can have on retention rates of Navajo college-bound students
SR-D-17	Florida State U.	Gilbert	2000	Determines whether retention rates varied between traditional and nontraditional CC students taking the same distance education telecourses
SR-D-18	Texas A&M-Commerce	Glenn	2001	Ascertains which public CCs in Texas have retained and graduated the highest percentage of black males, and why
SR-D-19	Temple U.	Hallesky	2001	Examines faculty mentor actions at two-year technical colleges, since mentoring is a way to improve retention in, and enrich, undergraduate education
SR-D-20	Penn State U.	Healy	2000	Determines the extent that the backgrounds and first-term experiences of Native American students affect their persistence into the second semester
SR-D-21	East Tenn. St. U.	Henry	2000	Finds that a CC support services program led to higher retention and graduation rates, but not better GPAs
SR-D-22	Iowa St. U.	Hernandez Milangos	2001	Assesses Hispanic/Latino student learning experiences and their impact CC retention, graduation, and transfer
SR-D-23	U. of Akron	Horn	2000	Determines students' perceptions of their learning community experiences in relation to their persistence in college
SR-D-24	U. of Minnesota	Johnson	2000	Examines factors that may influence the persistence of a CC student in rural Minnesota; highlights family involvement as significant to retention

SR-D-25	U. of Central Florida	Joseph	2000	Assesses effect(s) developmental advising has on the retention of students at a Florida CC
SR-D-26	Ohio U.	Kafsky	2001	Analyzes whether the presence of a Freshman Orientation Course has a significant influence on retention rates of first-time, full-time freshman students
SR-D-27	U. of Missouri, Kansas City	Matti	2000	Investigates the various factors that influence persistence of minority students at two CCs
SR-D-28	Pepperdine U.	McDaniel	2000	Uses admission criteria to determine if retention of freshman students can be predicted
SR-D-29	Indiana St. U.	Moman	2002	Examines the effects of a mentoring intervention program on student retention and GPAs at a CC
SR-D-30	U. of Southern Mississippi	Pepe	2001	Asks if retention levels can be predicted by correlating a learning style inventory, the Gregorc Style Delineator, with CC students in selected classes
SR-D-31	U. of Florida	Pitts	2001	Examines critical thinking skills and dispositions of CC nursing students, and correlates these items with GPAs, age, gender, and ethnicity, to predict retention and academic success
SR-D-32	Arizona State U.	Scarbrough	2002	Investigates the impact of 12 so-called "gatekeeper courses", and their impact on CC efficiency, effectiveness, and student retention
SR-D-33	U. of La Verne	Schuler	2001	Compares CC student satisfaction, achievement, and retention between a multimedia-based lecture and traditional lecture in a freshman chemistry course
SR-D-34	North Carolina State U.	Shumate	2001	Predicts CC student satisfaction and retention based on the organizational climate of the institution
SR-D-35	Saint Louis U.	Sleet	2000	Examines student retention and academic achievement from the perspective of African-Americans attending a private, mostly white college
SR-D-36	Texas A&M U.	Sosa	2000	Compares academic success indicators of traditional high school and GED graduates entering a CC, to include retention rates

SR-D-37	Texas Tech U.	Street	2000	Evaluates the effects of early, regular, and late registration on the academic success and retention of CC students
SR-D-38	U. of Central Florida	Thomas	2001	Examines the effects graphing calculators introduced in CC algebra classes had on student success, student retention, and course demographics
SR-D-39	U. of Southern Cal.	Walker Marsh	2000	Explores institutional factors that affect academic persistence of underprepared CC freshmen
SR-D-40	U. of North Carolina at Greensboro	Walther	2000	Provides an approach for measuring the relationships between CC student satisfaction and student retention
SR-D-41	Capella U.	Watson	2002	Identifies factors that influenced the retention and predictors of success of selected CC respiratory care students
SR-D-42	Ohio U.	Weiland	2001	Explores the relationships between selected student characteristics, responsibilities, and retention strategies at an Ohio CC
SR-D-43	U. of the Pacific	White-Daniels	2002	Determines the relationship of Tech prep to student enrollment in a California CC

ERIC documents

SR-E-01	ED449837	Aragon, ed.	2000	Provides a compendium of methods and models for increasing retention and learning among CC minority students
SR-E-02	ED454907	Armstrong	2001	Examines predictive validity of placement test scores with course grade and retention in CC English and math classes
SR-E-03	ED457211	Basham, et al	2001	Assesses the usefulness of the College Student Inventory; discusses the development of practices that make retention an outcome rather than a goal
SR-E-04	ED459885	Gilbert	2000	Studies the high dropout rate in distance education courses
SR-E-05	ED457890	Glenn	2001	Identifies Texas public CCs that have graduated the highest percentage of black males; analyzes why this occurred
SR-E-06	ED464662	Hagedorn, et al	2002	Reports on the Los Angeles Transfer and Retention of Urban CC students, to gather data on retention and persistence

SR-E-07	ED452886	Harter	2000	Describes a multifaceted support program to help students attain academic success and improve institutional retention rates
SR-E-08	ED443447	Johnson, et al	2000	Provides five key ingredients for a multi-dimensional retention program for first-time CC students
SR-E-09	ED454890	Jones	2000	Examines CC retention by comparing characteristics of students in "poor" standing with those in "good" standing
SR-E-10	ED464643	Kelly and Kross, eds.	2002	Analyzes many factors that can impact student success, to include the role of libraries in institutional retention efforts
SR-E-11	ED455353	Malone	2001	Examines both white and African American faculty responses to retention issues affecting African American students on "white" college campuses
SR-E-12	ED465038	Matus-Grossman, et al	2001	Suggests several models and strategies for CCs wishing to increase access and retention for low-wage workers
SR-E-13	ED464520	Milam	2001	Describes the emerging study known as Knowledge Management, a field that can enable colleges to increase student retention and graduation rates
SR-E-14	ED453875	Miami-Dade CC	2001	Addresses retention rates of students enrolled in Miami-Dade's new "College Survival Skills" intervention courses
SR-E-15	ED459038	Nevarez	2001	Explains how institutional climates that help students retain their cultural identity, while developing a sense of belonging, can improve retention rates
SR-E-16	ED448796	Northern Virginia CC	2000	Examines patterns of "fall to spring" retention rates of first-time CC students
SR-E-17	ED446799	Rajasekhara, et al	2000	Investigates two types of retention, semester and annual, and how they vary by student status, race, gender, degree sought, and age
SR-E-18	ED445718	Romero, ed.	2000	Chronicles strategic enrollment management plan development to specifically increase student enrollment and improve retention at a CC

SR-E-19	ED451978	Saggio	2001	Examines the impact of institutional culture on American Indian and Alaska Native students' persistence beyond the freshman year at a bible college
SR-E-20	ED463777	Shields	2002	Displays CC longitudinal minority enrollment data and trends to assist in future minority student recruitment and retention
SR-E-21	ED444617	Simpson, et al	2000	Describes the issues faced and strategies implemented to resolve low retention rates, and other problems, in a CC distance learning program
SR-E-22	ED455901	Stern	2001	Defines the concept known as Learning Assistance Centers, and focuses on how they can enhance academic success and student retention
SR-E-23	ED463792	Stewart, et al	2001	Showcases predictive models to identify student characteristics associated with persistence and success in a CC administration of justice program
SR-E-24	ED458855	Swing, ed.	2001	Provides a collection of essays about assessing the first-year experience of college students; includes an essay about national research on retention
SR-E-25	ED451859	Szelenyi	2001	Reviews recent approaches and models for diverse CC learning environments, to include fostering retention and educational achievement of minorities
SR-E-26	ED446633	Thayer	2000	Reviews recent literature about retention in higher education; highlights factors affecting students from low income and first generation backgrounds
SR-E-27	ED456877	Tidewater CC	2001	Provides the results of a distance learning study, to determine enrollment patterns, retention, and success rates in distance learning courses
SR-E-28	ED465390	Viterito, et al	2002	Discusses the need to improve CC recruitment and retention efforts to help resolve the national shortage of registered nurses
SR-E-29	ED459877	Wilson	2001	Examines the collaborative retention efforts of a CC and four-year university to jointly encourage students to remain in a teacher education program

Journal articles

SR-J-01 EJ645752 Andreu 2002
Community College Journal of Research and Practice, v. 26, no. 4, pp. 333-344, May
Provides more than 20 variables institutional researchers may choose when researching CC retention issues based on Tinto's and Bean's models

SR-J-02 EJ613504 Armstrong 2000
Community College Journal of Research and Practice, v. 24, no. 8, pp. 681-695, Sep
Examines the predictive validity of placement test scores with course grade and retention in English and mathematics courses

SR-J-03 EJ618310 Bers, et al 2000-2001
Journal of College Student Retention, v. 2, no. 3, pp. 205-217
Examines characteristics of CC students who enrolled but left before the census date

SR-J-04 EJ611819 Borglum, et al 2000
Community College Journal of Research and Practice, v. 24, no. 7, pp. 567-576, Aug
Describes how Tinto's retention model applies to two-year institutions; explores impacts of academic and social integration on withdrawals

SR-J-05 EJ641662 Bryant 2001
Community College Review, v. 29, no. 3, pp. 77-93, Winter
Discusses student assessment and placement, and student success and retention; reviews literature on recent shifts in CC student composition

SR-J-06 EJ625267 Clements 2000
New Directions for Community Colleges, v. 28, no. 4, pp. 63-72, Winter
Presents findings concerning the impact of a multifaceted CC program to create a more inclusive campus environment and enhance minority student retention

SR-J-07 EJ616826 Dixon, et al 2000
Michigan Community College Journal: Research & Practice, v. 6, no. 2, pp. 95-99, Fall
Measures the impact of a peer-assisted learning program on student academic performance and retention rates

SR-J-08 EJ616812 Errico, et al 2000
Research and Teaching in Developmental Education, v. 17, no. 1, pp. 49-61, Fall
Recommends improving student retention through early use of financial, academic, and career counseling, and a freshmen orientation program

SR-J-09 EJ643354 Hagedorn, et al 2001-2002
Journal of College Student Retention, v. 3, no. 3, pp. 243-263
Analyzes correlates of retention for African-American males in CCs, to identify factors leading to persistence

SR-J-10 EJ625262 Jalomo 2000
New Directions for Community Colleges, v. 28, no. 4, pp. 7-18, Winter
Examines student outcomes and criticisms surrounding standardized testing; discusses strategies to assess minority student persistence

SR-J-11 EJ629915 Mainor 2001
Tribal College Journal, v. 12, no. 4, pp.10-13, Summer
Describes a collaborative project between a university and four tribal colleges that used a "family-strengths" approach to aid student retention

SR-J-12 EJ613501 Makuakane-Drechsel 2000
Community College Journal of Research and Practice, v. 24, no. 8, pp. 639-655, Sep
Analyzes correlates of retention among Asian Pacific Americans at four CCs in Hawaii

SR-J-13 EJ635273 Nora 2001-2002
Journal of College Student Retention: Research, Theory, and Practice v. 3, no. 1, pp. 41-56
Depicts how Tinto's "rites of passage" and support of significant others impact the persistence process

SR-J-14 EJ625264 Sanchez 2000
New Directions for Community Colleges, v. 28, no. 4, pp. 35-44, Winter
Discusses relationships of learning preferences to motivation and retention; profiles learning preferences of Hispanic and Native American learners

SR-J-15 EJ625266 Stromei 2000
New Directions for Community Colleges, v. 28, no. 4, pp. 55-62, Winter
Highlights AMIGOS—the Arranged Mentor for Instructional Guidance and Organizational Support model; advocates its use to enhance retention

SR-J-16 EJ617648 Ting 2000
Journal of College Student Development, v. 41, no. 4, pp. 442-449, Jul-Aug
Examines factors related to academic performance and student retention of Asian American freshmen at a predominately white institution

SR-J-17 EJ646665 Tresman 2002
International Review of Research in Open and Distance Learning, v. 3, no. 1, Apr
Offers a strategy for improved student retention in distance education programs

SR-J-18 EJ631392 Valeri-Gold, et al 2001
Research and Teaching in Developmental Education, v. 17, no. 2, pp. 27-40, Spring
Presents a longitudinal retention study about college developmental students and why they persisted in college

SR-J-19 EJ650979 Wild, et al 2002
Community College Journal of Research and Practice, v. 26, no. 6, pp. 503-519, Jul
Offers recommendations for increasing CC retention, including training staff on retention issues and strategies affecting minority populations

Strategic Planning (SP)

Dissertations

SP-D-01	U. of South Dakota	George	2001	Studies the roles of technology and leadership in the SP process of public CCs in the Great Lakes region
SP-D-02	U. of Brit. Columbia	Holden	2000	Conducts a social audit of a community college to learn how stakeholder processes compliment traditional SP processes
SP-D-03	Geo. Mason U.	Malami	2002	Encourages CC leadership to develop an SP to promote lifelong learning activities for the "baby-boomer" generation
SP-D-04	UCLA	McGinness	2001	Examines CC administrator and faculty member attitudes and perceptions towards shared governance and SP; offers an action plan
SP-D-05	Cardinal Stritch U.	Metzger	2001	Offers a qualitative study about possible commonalities and trends to increase CC effectiveness in SP for technology-based instruction
SP-D-06	Royal Roads U.	Nyquist	2001	Explores how the learning practices of a teaching staff can mesh with a corporate SP process to increase the competitiveness of a college
SP-D-07	Fielding Grad. Inst.	Regalado Rodriguez	2001	Examines the efforts of a college to align its academic, student support services, and administrative structures with the direction set by a SP process
SP-D-08	Nova Southeastern	Staley	2002	Tests the contextual and system dimensions of SP in Texas colleges
SP-D-09	U. of Northern Colo.	Tucker	2000	Studies the impact of SP processes on the organizational administrative culture within a regional CC; uses a case study design
SP-D-10	Oregon State U.	Webster	2001	Documents a CC faculty development process to think systematically and strategically about curriculum reform

ERIC documents

SP-E-01	ED462125	Cabrillo College	2001	Presents a CC master plan through 2004, to include strategies for accomplishing six broad-based goals

SP-E-02	ED458928	California CCs	2000	Provides a template of strategies for improving and strengthening technology throughout the California CC system through 2005
SP-E-03	ED445766	Connecticut CCs	2000	Presents the distance education plan for Connecticut CCs; describes system organization, mission, and strategic goals
SP-E-04	ED453901	Corning CC	2000	Identifies results of the State University of New York's student opinion survey and SP priorities and achievements
SP-E-05	ED463816	El Centro College	2000	Provides an SP through 2005; discusses the college mission, vision, and core values, and provides information on goals and success indicators
SP-E-06	ED451845	Fisher	2000	Provides a CC self-assessment report; identifies shortcomings in the deployment of the SP, especially in the area of awareness among employees
SP-E-07	ED445761	Florida Assoc. of CCs	2000	Offers a look at the mission, goals, current objectives, and operational plans for the 2000 SP for Florida's CCs; highlights their SP process
SP-E-08	ED453838	Garten, et al	2001	Contains research articles regarding library administration and organization; discusses SP for integrated information resources and services
SP-E-09	ED459898	Germanna CC	2001	Provides the 2001-2006 SP for a Virginia CC; incorporates 11 goals
SP-E-10	ED463814	Hawaii Univ.	2002	Presents the 2003-2007 SP for all CCs in Hawaii; addresses a variety of system priorities
SP-E-11	ED462121	Houston CC System	2001	Summarizes the achievements realized by this Texas CC system, in accomplishing its SP goals and objectives for 1997-2000
SP-E-12	ED447842	Howell	2000	Compares long-range planning with SP in the CC; argues that SP should emphasize process over product, and include environmental scanning
SP-E-13	ED463031	Iowa Dept. of Ed.	2001	Explains Iowa's 5-year plan to improve the overall service and performance of the state's CCs; includes four major strategic goals

SP-E-14	ED455852	Kangas, et al	2000	Describes a variety of SP trends that affected a large California CC district during 2000
SP-E-15	ED457713	Knutzen	2001	Details the environmental scanning process and SP efforts used to effect change at a Washington-state CC
SP-E-16	ED455751	Lee	2001	Discusses the need for CCs to have a SP that incorporates distance education concerns
SP-E-17	ED458651	Maylath, ed.	2000	Presents 48 papers on strategic development of programs in technical and scientific communication; highlights SP planning in a specific setting
SP-E-18	ED458929	Mission Coll.	2001	Highlights a California CC master plan for education and facilities
SP-E-19	ED465362	North East Association for Institutional Research	2001	Offers 17 papers related to institutional research, to include one that collectively examines SP, institutional research, and and effectiveness
SP-E-20	ED445735	Paradise Valley CC	2000	Links the SP, institutional effectiveness and student outcomes assessment, and resource allocation processes at one Arizona CC
SP-E-21	ED463803	Pensacola Jr. College	2000	Describes an integrated approach one Florida CC used to assess, integrate, and improve institutional effectiveness; lists 12 major functions, to include SP
SP-E-22	ED447759	Pitter	2000	Presents the SP methodology used by the State University System of Florida to evaluate the viability of new degree programs
SP-E-23	ED451738	Rowley, et al	2001	Offers administrators information about institutional SP; includes suggestions on how to implement a plan to help both the institution and the community served
SP-E-24	ED439744	Ryland	2000	Suggests SP implications for the future of CCs, especially in the area of technology as a force for change
SP-E-25	ED462106	Santa Barbara City College	2001	Summarizes the 2002-2005 college plan for this California institution; details 17 goals and includes plans for accomplishing each goal

SP-E-26	ED457887	Texas Higher Education Coordinating Board	2000	Provides the 2001-2005 SP for public CCs in Texas; assesses external as well as internal factors relevant to the role of CCs in the state
SP-E-27	ED463808	Thomas, ed.	2002	Provides 15 articles about the new demands facing CCs; includes an essay about linking strategic and financial planning
SP-E-28	ED454919	VanWagoner	2001	Examines ways a CC can engage its faculty in academic and SP
SP-E-29	ED462990	Wayne CC	2001	Describes the 2001-2002 SP guide used by one North Carolina CC; includes a planning calendar and SP model

Journal articles

SP-J-01	EJ621917	Alfred	2000-2001	Advocates strategic thinking as a way for college leaders to plan institutional strategies and directions for the future
Community College Journal, v. 71, no. 3, pp. 24-28, Dec-Jan				
SP-J-02	EJ628515	Baldwin	2001	Explains how CCs in Appalachia are helping to boost local economies and expand educational opportunities through a 9-step SP process
Appalachia, v. 34, no. 1, pp. 2-9. Jan-Apr				
SP-J-03	EJ643587	Herbkersman, et al	2002	Chronicles the process of an Ohio CC involved in SP; discusses the need to create a comprehensive grants development process as part of SP
Community College Journal, v. 72, no. 4, pp. 8-13, Mar				
SP-J-04	EJ616820	Jeffress	2000	Asserts that CC leaders must think strategically, and understand what is strategic and essential to long-term survival of the institution
Michigan Community College Journal: Research & Practice, v. 6, no. 2, pp. 39-45, Fall				
SP-J-05	EJ633470	Rubin	2001	Challenges colleges in economically-distressed regions to become catalysts for economic development; chronicles SP approaches used in rural settings
Rural America, v. 16, no. 2, pp. 12-19, Summer				
SP-J-06	EJ603852	Warford, et al	2000	Argues that institutional planning for workforce development programs requires strategic positioning
Community College Journal, v. 70, no. 4, pp. 30-33, Feb-Mar				

Transfer and Articulation (TA)

Dissertations

TA-D-01	Middle Tenn. St. U.	Beaver	2000	Provides descriptive data about the Physical Education programs at North Carolina CCs; investigates TA of these programs
TA-D-02	Texas Tech U.	Bush	2002	Analyzes legislative policy actions and coordinating board mandates for TA in Texas; identifies several reason the state has changed its TA policy
TA-D-03	Virginia Polytech U.	Catron	2001	Examines a CC dual-credit English program, and its strengths and weaknesses, to include TA issues throughout the state
TA-D-04	U. of Central Florida	Dillman	2002	Investigates the college experiences of Native Americans; suggests better TA agreements between CCs and four-year schools as a way to help these students
TA-D-05	Oklahoma St. U.	Eversole	2001	Explores the patterns of communication between persons tasked with facilitating course TA between state institutions; questions the delays for TA agreements
TA-D-07	Texas Woman's U.	Morrison	2000	Investigates TA between CC child development and early education programs at four-year schools; includes student and faculty perceptions of TA
TA-D-08	U. of Toronto	Renaud	2000	Looks at the perceived and actual barriers to TA between colleges and universities; finds that some government intervention is necessary for progress
TA-D-09	Geo. Mason U.	Solomon	2001	Argues for CCs as the prime provider of lower-level undergraduate education; calls for continued research about TA

ERIC documents

TA-E-01	ED449854	Alpern	2000	Considers factors that influence CC transfer students' satisfaction with their baccalaureate institutions; chronicles their TA expectations and experiences
TA-E-02	ED464670	Bailey et al	2000	Reports on performance, graduation, and transfer of immigrants and natives at City University of New York CCs
TA-E-03	ED465398	California Community Colleges	2002	Offers a report on the transfer capacity of the state's CCs; explores threats to seamless transfers and a new way to calculate transfer rates

TA-E-04	ED464672	California State Postsecondary Education Comm.	2002	Provides information on undergraduates who transfer from CCs to four-year state institutions; includes requirements and information on legislation related to TA
TA-E-05	ED462113	U. of California-Davis	2000	Discusses the effort of UC-Davis and the state's CCs to strengthen transfer student academic success
TA-E-06	ED457948	Chatman College	2001	Argues that California CC students in TA agreements are more prone to enroll in state universities, and more likely to graduate than other transfers
TA-E-07	ED454931	City College of San Francisco	2001	Proposes a TA network between urban CCs, Black colleges and universities, and Hispanic-serving institutions, to improve minority degree attainment
TA-E-08	ED465409	City College of San Francisco	2002	Explains how institutions from the National Articulation and Transfer Network help CCs build agreements to aid minority degree attainment
TA-E-09	ED441533	Coley	2000	Depicts the diversity of today's CC students and the many programs and activities offered by these institutions; includes discussions about TA functions
TA-E-10	ED448816	Community College League of California	2000	Discusses TA issues as part of the state's efforts to develop its Master Plan for Education
TA-E-11	ED462130	Cuseo	2001	Analyzes "vertical transfers" from two-year to four-year institutions; highlights strategies to facilitate this transition, one that can benefit both types of institutions
TA-E-12	ED456884	Education Commission of the States	2001	Compares nationwide RA policies in an effort to study the transfer of CC students to four-year institutions
TA-E-13	ED441530	Florida State Board of Community Colleges	2000	Reports articulation statistics for undergraduates in Florida's state university system that first started their post-secondary education in CCs
TA-E-14	ED456872	Florida State Dept. of Education	2001	Provides additional articulation statistics for undergraduates in the state's university system that first started their post-secondary education in CCs
TA-E-15	ED455900	Handy	2001	Details a unique TA agreement between an Arkansas CC and a private liberal arts college; suggests ideas CCs can use to talk TA with four-year schools

TA-E-16	ED458926	Heslop	2000	Profiles students who transferred from a British Columbia CC to a provincial four-year school; contrasts their successes with four-year university attendees
TA-E-17	ED448158	Hudson	2000	Investigates CC recruiting role in developing new K-12 teachers; reviews TA agreements for this program; argues that institutional barriers hurt transfers
TA-E-18	ED455856	Hungar, et al	2001	Presents national study findings about policies affecting CC transfer; includes obstacles to TA and successful models for overcoming them
TA-E-19	ED456869	Kim	2001	Compares environmental differences of two- and four-year schools; describes ways to improve transfer processes, especially for minority students
TA-E-20	ED462115	Kozeracki, et al	2000	Details how students at a California CC perceive their academic preparedness for transfer to a four-year institution; provides tips to improve CC programs
TA-E-21	ED456889	Laanan, ed.	2001	Offers numerous research and policy discussions about TA, and how students are affected by their movement through the higher education pipeline
TA-E-22	ED464675	MacLellan, et al	2002	Reports on the Stanford Bridge Project; examines policies impacting Maryland high school-to-CC students; analyzes TA issues and offers recommendations
TA-E-23	ED452931	McHewitt, et al	2001	Discusses transfer rates of students that entered Virginia's CC in 1995; provides college-specific rates by ethnicity and gender
TA-E-24	ED453872	McQuay	2000	Lists TA concerns in the U. S. CC System; highlights the "two-plus-two" concept between CCs and four-year schools; offers tips for improving TA
TA-E-25	ED449841	Mississippi State Board for Community and Junior Colleges	2000	Provides the Mississippi articulation agreement; lists the minimum program requirements for students moving from state CCs to state universities
TA-E-26	ED450850	Oregon University System	2000	Offers a follow-up to a 1999 plan about TA implications between Oregon's CCs and the state's universities; informs key decision-makers of critical TA data

TA-E-27	ED452924	Parkland College	2001	Contains student data from the 1999-2000 Transfer Program Graduate Follow-Up Survey involving an Illinois CC and four-year schools in the state
TA-E-28	ED451866	Philadelphia Community College	2000	Explores how an articulation agreement between Philadelphia CC and Temple University may have affected student persistence rates in a positive manner
TA-E-29	ED463798	Prather	2000	Discusses a report from Los Angeles CCs on how to better determine transfer rates of their students; provides new formula for creating a best estimate
TA-E-30	ED439770	Rifkin	2000	Focuses on TA between CCs and four-year institutions; suggests several ways for state policymakers and educational leaders to improve TA rates
TA-E-31	ED462107	Santa Barbara Community City College	2001	Examines the traits and performances of three consecutive CC cohort groups that successfully transferred to a four-year state university
TA-E-32	ED457913	Solomon	2001	Inquires into the academic successes of CC students that transferred to a four-year school; calls for more TA research
TA-E-33	ED450855	Townsend, et al	2000	Discusses articulation agreements and the transfer behavior of students; argues that states need these agreements to facility student transfers
TA-E-34	ED466258	Washington State Board for Community and Technical Colleges	2000	Identifies performance goals for Washington's community and technical colleges for 2000-2001; includes goals to ready students for four-year schools

Journal articles

TA-J-01	EJ618287	Blumenstyk	2000	Describes articulation agreements and how "for-profit" institutions are seen as increasingly "transfer friendly"

Chronicle of Higher Education, v. 47, no. 15, pp. A 30-31, Dec

TA-J-02	EJ649303	Castandea	2002	Examines transfer rates by geographic location and race; calls for more study of the transfer differences between rural, urban, and suburban students

Community College Journal of Research and Practice, v. 26, no. 5, pp. 439-449, Jun

TA-J-03	EJ637695	Eggleston, et al	2001	Provides a literature review of support programs to assist the CC transfer student at four-year institutions; offers ideas to assist transfer student needs

New Directions for Community Colleges, v. 30, no. 2, pp. 87-98, Summer

TA-J-04 EJ614989 Evelyn, et al 2000
Black Issues in Higher Education,
v. 17, no. 13, pp. 30-38, Aug 17
Chronicles programs in California and Georgia to solidify transfer relationships between black students at CCs and nearby historically black colleges

TA-J-05 EJ613474 Frieman, et al 2000
Community College Journal,
v. 71, no. 1, pp. 28-31, Sep
Describes the articulation agreement development between CCs and four-year schools in Maryland to aid Early Childhood Education

TA-J-06 EJ637696 Helm, et al 2001
New Directions for Community Colleges,
v. 30, no. 2, pp. 99-104, Summer
Covers issues CC institutional support issues and offers innovative approaches to prepare students for transfer to a four-year institution

TA-J-07 EJ625286 Ignash, et al 2000
Community College Review,
v. 28, no. 3, pp. 1-21, Winter
Reports that, although some progress has been made in establishing state-level TA agreements, the effort remains uneven across the nation

TA-J-08 EJ637694 Johnson-Benson, et al 2001
New Directions for Community Colleges,
v. 30, no. 2, pp. 77-86, Summer
Addresses issues pertaining to transfer students at Santa Monica College; data helped this CC adjust its curriculum and modify transfer support services

TA-J-09 EJ637690 Kane 2001
New Directions for Community Colleges,
v. 30, no. 2, pp. 25-38, Summer
Traces design, development, and implementation of a CC honors program into a transfer agreement the University of California, Los Angeles

TA-J-10 EJ637693 Kozeracki 2001
New Directions for Community Colleges,
v. 30, no. 2, pp. 61-76, Summer
Discusses various methodological perspectives of research done on transfer students; looks at who is doing the research and what data is gathered

TA-J-11 EJ637688 Laanan 2001
New Directions for Community Colleges,
v. 30, no. 2, p. 5-14, Summer
Presents perspectives on transfer students and their adjustment to college; argues that institutional awareness of transfer issues can aid student success

TA-J-12 EJ641658 Morphew, et al 2001
Community College Review,
v. 29, no. 3, pp. 1-21, Winter
Explores transfer agreements between two urban CCs and an elite private women's college; reveals how such linkages can help all parties concerned

TA-J-13 EJ632926 Penney 2001
Metropolitan Universities: An International Forum,
v. 12, no. 2, pp. 44-48, Spring
Highlights a collaborative effort between the University of Massachusetts-Boston and area CCs; discusses many benefits realized through this transfer agreement

TA-J-14 EJ625301 Scott 2001
Community College Journal,
v. 71, no. 4, pp. 16-19, Mar
Discusses how England's higher education system has benefited from TA agreements; lists TA issues that have developed over the past 20 years

TA-J-15	EJ611813	Striplin	2000	Determines the transferability of non-liberal-arts courses from 26 California CCs to Cal State and the University of California
	Community College Review, v. 28, no. 1, pp. 67-78, Summer			
TA-J-16	EJ626830	Welsh, et al	2001	Explores the apparent disconnect between the collection of transfer student information and its use in shaping public policy about articulation
	Community College Journal of Research and Practice, v. 25, no. 4, pp. 313-332, May			
TA-J-17	EJ637689	Zamani	2001	Explains how innovative programs and policies to revive the transfer function in CCs; credits CC and university partnerships and other TA initiatives
	New Directions for Community Colleges, v. 30, no. 2, pp. 15-24, Summer			

Developmental Education (DVE)

Dissertations

DVE-D-01	Columbia U. Teachers College	Angulo	2002	Examines how feminist pedagogical strategies and methods can promote mathematics achievement of minority females in DVE algebra classes
DVE-D-02	U. of Central Florida	Bekas	2002	Investigates CC student responses to a DVE writing instructor's feedback on college-prep writing assignments; looks at how feedback improved their writing
DVE-D-03	U. of Connecticut	Butcaris	2002	Addresses the extent that instructor use of experiential methods and student self-regulatory behaviors affect student writing performance
DVE-D-04	U. of Pennsylvania	Cantafio	2002	Explores what happens when students take an inquiry stance on their own learning by co-constructing courses that interrupt the arrangements of DVE
DVE-D-05	Delta State U.	Cox	2001	Explains a mathematics study skills program incorporated into a CC intermediate algebra class to try and improve student performance
DVE-D-06	Baylor U.	Dodge	2001	Looks at forms of DVE remediation, and how they are defined and enforced in Texas CCs; discusses how courses appear in a CC DVE plan
DVE-D-07	U. of Southern California	Dooley	2001	Offers a way to keep so-called "gate-keeper courses" (DVE math and English) from keeping remedial students from transferring to four-year schools
DVE-D-08	UCLA	Eastcott	2001	Considers the need for CCs to increase emphasis on student discipline and accountability, to improve success rates in DVE math programs
DVE-D-09	North Carolina State U.	Felzer	2002	Investigates the effects of differing methods of testing in DVE math courses; assesses Internet-based testing versus traditional testing
DVE-D-10	SUNY at Binghamton	Galligan	2001	Focuses on a variety of CC issues concerning needs and beliefs of at-risk students; looks at DVE concerns
DVE-D-11	E. Tenn. St. U.	Gray-Barnett	2001	Compares the performance of students at a Tennessee CC who had completed various DVE courses with students who had not taken similar classes

DVE-D-12	Virginia Polytechnic and State U.	Hall	2001	Describes the degree to which the writing of nontraditional females, all displaced garment workers, improved based upon DVE instruction at a CC
DVE-D-13	Southern Illinois U. at Carbondale	Humphreys	2001	Provides a descriptive analysis of CC students' performance, experience, knowledge, and perceptions in a computer-assisted DVE English class
DVE-D-14	Rutgers U.	Hurley	2002	Determines the relationship between the discussion content and the content of the post-discussion written work of DVE reading students at a New Jersey CC
DVE-D-15	U. of Tennessee	Jordan	2001	Investigates organization of and services offered by math learning centers in Tennessee CCs; considers student perceptions of the centers
DVE-D-16	U. of South Florida	Kuranda-D'Urso	2001	Examines perceptual modality performances and short-term memory capacity of DVE math and English students at a Florida CC
DVE-D-17	U. of Texas	Lang	2001	Studies the success in DVE reading programs at four Hispanic-serving CCs in Texas; offers three cybernetic elements aiding the successes enjoyed
DVE-D-18	U. of Mississippi	Levy	2001	Examines strengths of high school GPA and ACT math sub-score as predictors of CC math GPA; can also serve to predict DVE student math scores
DVE-D-19	Seton Hall U.	Linfante	2002	Determines if students that enroll in DVE English can eventually succeed in English composition, and if certain variables contribute to their success
DVE-D-20	Indiana State U.	Moman	2002	Uses a longitudinal study to examine the effects of a mentoring intervention program; involves DVE courses at an Indiana CC
DVE-D-21	U. of Texas	Noonan	2001	Investigates the role of financial aid in determining the success of CC students enrolled in DVE courses at a large urban CC
DVE-D-22	U. of South Florida	Paul	2001	Uses Multi-Modal Paired-Associates Learning Test subscores for CC DVE students, determines whether scores can predict enrollment after one term

DVE-D-23	U. of South Florida	Stephens	2002	Examines individual behaviors and perspectives of five DVE reading students within the context of a DVE reading program at a CC
DVE-D-24	Arizona State U.	Vicich	2002	Investigates the problem-solving behaviors of seven DVE algebra students enrolled in a one-term course at a CC
DVE-D-25	Andrews U.	Wenger	2002	Explores learning and study strategies as they relate to success in an open-entry/open-exit CC DVE reading course

ERIC documents

DVE-E-01	ED45962	Arendale	2001	Discusses current issues and trends in DVE; advocates that DVE programs allow instructors to maintain high academic standards
DVE-E-02	ED459873	Clark	2001	Focuses on the reactions of nontraditional females enrolled in a DVE writing class at a Georgia CC; discusses how support systems help persistence
DVE-E-03	ED465124	Drago-Severson	2002	Focuses on learners' meanings by using a developmental "lens" to better understand adult basic education and English as a second language classes
DVE-E-04	ED454920	Fields, et al	2001	Examines potential relationships between reading proficiency and performance in general psychology classes due to DVE reading courses
DVE-E-05	ED459897	Germanna Community College	2002	Analyzes transfer student success related to DVE programs in writing and math at a Virginia CC; assesses student outcomes for 1995-1996
DVE-E-06	ED459900	Germanna Community College	2002	Analyzes student outcomes at a Virginia CC from 1994-2000; discusses how DVE math and English coursework impacted student persistence
DVE-E-07	ED457946	Goss and Goss, eds.	2001	Provides a compendium of exemplary initiatives from the National Council of Instructional Administrators (NCIA); includes a section of CC DVE initiatives
DVE-E-08	ED455865	Grubb	2001	Suggests that CCs are signaling that DVE is not "real" education, due to its under-funding, segregation from regular courses, and reliance on adjunct faculty

DVE-E-09	ED466244	Jenkins	2002	Recommends that DVE course delivery methods be retooled, to counter the high dropout rates DVE programs experience in CCs
DVE-E-10	ED465014	Kegan, et al	2001	Provides a research monograph of a variety of issues affecting adult basic education/English for speakers of other languages; looks at DVE in urban CCs
DVE-E-11	ED454892	Lancaster	2001	Chronicles the DVE program at an Alabama CC; shows how the program reduced student withdrawals and poor grades in math, reading, and English
DVE-E-12	ED457894	Liebowitz, et al	2001	Reports on the need and opportunity for change in CCs; includes overviews of CC DVE and adult literacy programs
DVE-E-13	ED459871	Lundell and Higbee, eds.	2001	Discusses theoretical perspectives on DVE from both old and new standpoints; originates from a college that ended its degree programs to focus solely on DVE
DVE-E-14	ED457893	Marashio and Marashio, eds.	2001	Contains articles about pedagogy from New Hampshire's community technical colleges; discusses teaching techniques for DVE writing courses
DVE-E-15	ED464658	McClendon, et al	2002	Reports that enrollments in DVE math at a Florida CC are up, while funding is down; offers a remedial curriculum with varied instructional formats
DVE-E-16	ED466282	Melendez et al	2001	Outlines goals and structure of a New York City CC program that targets bilingual students with poor academic skills; discusses vocational training
DVE-E-17	ED457903	Roueche, et al	2001	Chronicles how an urban Denver CC improved student success; suggests a centralized model for DVE at CCs
DVE-E-18	ED463010	San Antonio College	2001	Provides the 2000-2001 fact book for a Texas CC; includes information about the institution's DVE enrollment
DVE-E-19	ED455901	Stern	2001	Describes Learning Assistance Centers; explains how these differ from DVE offices and how they can better link nontraditional students to their CCs
DVE-E-20	ED465314	Texas State Higher Education Coordinating Board	2002	Reports biennial information on DVE appropriations in Texas public institutions of Higher Education

Journal articles

DVE-J-01 EJ635596 Best, et al 2001
Research and Teaching in Developmental Education, v. 18, no. 1, pp. 15-23, Fall
Provides first-phase data of a two-year pilot study of a university-level math requirement that accommodates the needs of DVE students

DVE-J-02 EJ635597 Brothen, et al 2001
Research and Teaching in Developmental Education, v. 18, no. 1, pp. 25-31, Fall
Argues that many DVE students do well in college regardless of their basic academic ability; suggests importance of proper DVE environments

DVE-J-03 EJ639661 Burley, et al 2001
Community College Journal of Research and Practice, v. 25, no. 10, pp. 767-782, Dec
Examines dropout/stopout patterns of CC DVE students; associates student success to a variety of factors

DVE-J-04 EJ635602 Cantone 2001
Research and Teaching in Developmental Education, v. 18, no. 1, pp. 66-70, Fall
States that cooperative learning in DVE math classes offers greater success rates than do traditional remedial courses; explores learning communities

DVE-J-05 EJ643611 Glickman, et al 2002
Research and Teaching in Developmental Education, v. 18, no. 2, pp. 57-84, Spring
Reports that CC intermediate algebra students taught with Reform-Computer Assisted Instruction fared well compared with students taught by lecture

DVE-J-06 EJ635603 Hartman, et al 2001
Research and Teaching in Developmental Education, v. 18, no. 1, pp. 79-83, Fall
Chronicles how the visual arts can help remedial reading and writing students to "see" the process of writing

DVE-J-07 EJ639667 Kachgal, et al 2001
Journal of Developmental Education, v. 25, no. 1, pp. 14-24, Fall
Explores procrastination of students in a college study skills course; lists three critical areas: writing term papers, studying for exams, and weekly reading

DVE-J-08 EJ649262 Kozeracki 2002
Community College Review, v. 29, no. 4, pp. 83-100, Spring
Presents current controversies, explores outcomes-related data, and addresses faculty training involving DVE in CCs

DVE-J-09 EJ647636 Oudenhoven 2002
New Directions for Community Colleges, no. 117, pp. 35-44, Spring
Identifies several pressing issues in CC remedial and DVE programs; looks at student diversity, inconsistent policies, mandatory placement, etc.

DVE-J-10 EJ649245 Perez, et al 2002
T. H. E. Journal, v. 29, no. 8, pp. 16, 20-22, 24, March
Chronicles an action research project among CCs that explored the start-up of successful distance learning programs for DVE math courses

DVE-J-11 EJ652548 Perin 2002
Community College Review, v. 30, no. 1, pp. 27-44, Summer
Discusses the two primary methods that CCs use for organizing DVE; compares mainstreaming and centralization, and offers ideas to make both more efficient

DVE-J-12 EJ631391 Phillips 2001
Research and Teaching in Developmental Education, v. 17, no. 2, pp. 15-26, Spring
Uses survey responses from DVE reading students to show that more emphasis is needed in student/faculty interactions to help combat attrition

DVE-J-13 EJ652348 Reitano 2002
Academe, v. 88, no. 4, pp. 32-35, Jul-Aug
Describes one CC's efforts to reintegrate and reinvigorate its core commitments; includes a discussion about the institution's DVE program

DVE-J-14 EJ633300 Roueche, et al 2001
Community College Journal of Research and Practice, v. 25, no. 7, pp. 517-537, Aug
Discusses a year-long study of a Denver CC; advocates creating a centralized DVE model

DVE-J-15 EJ647638 Seybert 2002
New Directions for Community Colleges, n. 117, pp. 55-65, Spring
Explains the assessment of student learning outcomes in a variety of domains, to include remedial and DVE

DVE-J-16 EJ643608 Snyder 2002
Research and Teaching in Developmental Education, v. 18, no. 2, pp. 37-41, Spring
Examines the effects of course-based reading strategy training on the reading comprehension skills of DVE college learners

DVE-J-17 EJ628407 Townsend 2001
Michigan Community College Journal: Research and Practice, v. 7, no. 1, pp. 45-51, Spring
Illustrates how the values of remedial education, and others, influence the higher education policies in existence at CCs

DVE-J-18 EJ631392 Valeri-Gold, et al 2001
Research and Teaching in Developmental Education, v. 17, no. 2, pp. 27-40, Spring
Offers longitudinal study results of 23 college DVE students queried about their educational needs and objectives; discusses persistence in DVE learners

DVE-J-19 EJ628401 Waycaster 2001
Community College Journal of Research and Practice, v. 25, nos. 5-6, pp. 403-416, Jul
Uses findings from a study of DVE math courses at Virginia CCs; argues that remediation is a core function of higher education that serves society well

DVE-J-20 EJ650959 Windham 2002
Visions: The Journal of Applied Research for the Florida Association of Community Colleges, v. 3, no. 1, pp. 6-19, Spring
Analyzes remedial education in Florida CCs; focuses on student characteristics, achievement in remedial and college courses, and costs of DVE to the state

Faculty/Staff Development (FSD)

Dissertations

FSD-D-01	U. of Arizona	Brigham-Sprague	2001	Provides a case study of a CC in major disarray; recommends several areas for more study, to include analyzing faculty staffing and loading patterns
FSD-D-02	U. of Indiana	Demmon	2001	Examines integration of computer use into professional and classroom actions of full-time CC faculty; identifies need for FSD in pedagogical use of technology
FSD-D-03	U. of Alberta	Finlay-Parker	2002	Considers FSD needs of college instructors, and how to meet these needs; includes faculty feedback about FSD and institutional support
FSD-D-04	Loyola U.-Chicago	Gibson-Harman	2001	Explores work experiences of master's prepared professional staffers in CCs; includes findings about the professional development of this critical CC cadre
FSD-D-05	U. of Texas	Husain	2001	Suggests CC faculty and administrators reexamine their institutional and pedagogical roles, due to the Internet's impact as a teaching and learning tool
FSD-D-06	U. of So. Florida	James	2002	Discusses general education faculty support for a CC's role in workforce education; highlights impact of FSD efforts in workforce education programs
FSD-D-07	U. of San Francisco	Lobo	2001	Chronicles the need for FSD to better understand the needs and concerns of first-generation, low-income college students
FSD-D-08	Royal Roads U.	Nyquist	2001	Explores how knowledge gained from continuing FSD processes can translate into a better posturing of the institution in a competitive marketplace
FSD-D-09	Geo. Mason U.	Olanrewaju	2002	Uses Herzberg's motivation-hygiene theory to look at a CC business faculty; offers FSD as one possibility to enhance motivation
FSD-D-10	Northern Illinois U.	Ryan	2001	Examines effectiveness of technology in CC instruction; finds that CCs need to offer better FSD opportunities regarding use of technology in each curriculum

FSD-D-11	U. of Central Florida	Ricci	2002	Describes infrastructure needs and perceptions of 28 Florida CCs engaged in web course delivery; argues for more FSD to improve online course quality
FSD-D-12	Geo. Mason U.	Teasdale	2001	Provides a 41-year look at how FSD was handled at a CC; lists reasons for CC FSD and why many programs have lacked constancy

ERIC Documents

FSD-E-01	ED451863	Becker, et al	2001	Offers ways to increase FSD expertise in information technology; provides partnership inputs from the American Association of CCs and Microsoft Corp.
FSD-E-02	ED465383	California Tomorrow	2002	Chronicles a multi-purpose study; includes information about the forms of FSD needed to support a CC comprised of students of color and immigrants
FSD-E-03	ED459868	Eickmeyer	2001	Details a student outcomes assessment of general education at an Arizona CC; includes results of a conference to provide opportunities for FSD
FSD-E-04	ED463786	El Centro College	2001	Provides indicators of success in achieving one CC's goals between 1997-2000; includes FSD in the area of technology acquisition and awareness
FSD-E-05	ED464689	Fowler-Hill	2002	Depicts faculty recruitment and selection strategies used by learning-centered CCs; shows commitment level to FSD for strengthening instructional skills
FSD-E-06	ED459898	Germanna Community College	2001	Discusses the 2001-2006 strategic plan for a Virginia CC; includes initiatives to enhance FSD leadership and management abilities
FSD-E-07	ED459872	Gibson-Harman	2001	Explores work experiences of master's prepared professional staffers in CCs; includes findings about the professional development of this critical CC cadre
FSD-E-08	ED456878	Kamm	2001	Offers case studies for CCs to use to improve a variety of areas, including FSD for large and small groups, and instructor workshops
FSD-E-09	ED456869	Kirkpatrick	2001	Explores CC efforts to increase student attendance and performance by improving faculty diversity; discusses FSD in terms of workshops/conferences

FSD-E-10	ED452618	Lancaster, et al	2001	Advocates the need for more FSD about CC students with disabilities, to remove negative attitudes and behaviors these students often encounter
FSD-E-11	ED455751	Lee	2001	Argues that efforts to move higher education to the web is hindered by a lack of FSD in integrating technology into instruction
FSD-E-12	ED455896	North Carolina	2001	Provides facts from North Carolina's 2001 CC system fact book; includes information about the goals of recruiting and retaining CC faculty
FSD-E-13	ED454937	Nussbaum	2001	Presents an overview of budgetary needs of California's CC system for 2001-2202; discusses foregoing the need to attend FSD activities
FSD-E-14	ED451978	Saggio	2001	Recommends several ways to enhance persistence of American Indian/Alaska Native students; includes FSD efforts to reduce culturally-insensitive faculty
FSD-E-15	ED462991	San Antonio College	2001	Chronicles the academic program review of one CC; identifies institutional aims in improving curriculum and FSD
FSD-E-16	ED462106	Santa Barbara Community College	2001	Summarizes the 2002-2005 college plan of one CC; lists 17 goals, to include enhancing the performance and satisfaction of faculty and staff

Journal articles

FSD-J-01	EJ647640	Gibson-Harman, et al	2002	Identifies key challenges for CCs concerning FSD; proposes several potential solutions for each challenge
New Directions for Community Colleges, no. 117, pp. 77-90, Spring				
FSD-J-02	EJ649095	Kezar	2002	Illustrates how case studies can serve as FSD tools to promote collaborative leadership and create pluralistic higher education leaders
Metropolitan Universities: An International Forum, v. 13, no. 2, pp. 68-79, May				
FSD-J-03	EJ647651	Lockhart, et al	2001	Discusses strategies for incorporating diversity into FSD programs; provides a seven-step program planning model
Journal of Faculty Development, v. 18, no. 2, pp. 57-64				
FSD-J-04	EJ632827	Macdonald	2001	Suggests a model that uses group meetings to encourage professional development of faculty; lists conditions required for this model to succeed
Teaching in Higher Education, v. 6, no. 2, pp. 153-167, Apr				

Teaching Issues (TI)

Dissertations

TI-D-01	SUNY-Binghamton	Bennerson-Mohamed	2002	Examines CC English Department faculty attitudes about Ebonics, and how this non-standard English can lead to friction with African-American students
TI-D-02	Oregon State U.	Cannon	2001	Identifies internal support systems that contribute to CC teaching in a distance education setting; recommends hints for CCs beginning to use this delivery mode
TI-D-03	Ohio State U.	Di Marco	2002	Lists social reconstructive/emancipatory pedagogy in a computer-mediated art course as a way to invoke personal and social perspectives to facilitate learning
TI-D-04	Saint Louis U.	Hampton	2001	Offers a possible teacher preparation curriculum for CCs; lays a groundwork for effective teaching, and the seamless transition to four-year education degrees
TI-D-05	North Carolina State U.	Kelly-Kleese	2001	Examines how CC administrators and instructors define scholarship, and what methods CCs use for the production of and participation in scholarly work
TI-D-06	Kansas State U.	Merkle	2001	Measures the job satisfaction of CC adjunct faculty who taught at rural, off-campus sites; finds that compensation and fringe benefits are critical concerns
TI-D-07	U. of South Florida	Nelson	2001	Looks at how collaboration is cultivated in the electronic environment; offers strategies for electronic communication in classrooms
TI-D-08	Lynn U.	Pont	2001	Examines sexual harassment policies and procedures in South Florida CCs; determines that these schools are at legal risk due to a variety of factors
TI-D-09	Ohio State U.	Stephan	2001	Explores how race serves as a source of the goals, values, and beliefs teachers hold relative to teaching English as a Second Language
TI-D-10	U. of St. Thomas	Thompson	2001	Showcases a Community of Learners group, and how each member's experiences during a budgetary crisis affected their teaching and/or life

ERIC Documents

TI-E-01	ED462702	Aiex	2002	Looks at how academe prepares business students to communicate in today's increasingly global business world via organizational communication
TI-E-02	ED463805	Bathe	2001	Studies TI surrounding online learning; offers faculty feedback from a variety of survey areas about the online delivery of college coursework
TI-E-03	ED462848	Brilliant	2001	Surfaces TI affecting second language learning; advocates use of counseling intervention, to include student referrals and instructor consultations
TI-E-04	ED464523	Cummings	2001	Identifies postsecondary challenges after 9-11, in international education; advocates need for more focus on the Middle East, Asia, and Africa
TI-E-05	ED454706	Curry	2001	Explores effects of multiple attainment levels on a CC writing classroom; looks at different forms of "educational capital" students bring to classrooms
TI-E-06	ED455859	Dixon, et al	2001	Provides survey results regarding TI at a California CC; offers six broad areas of findings from faculty members
TI-E-07	ED457336	Hine, et al	2001	Offers 22 research papers about TI; cuts across a wide range of adult, continuing, and community education topics
TI-E-08	ED464054	Houck	2002	Chronicles TI involving an area CC and a comprehensive university that jointly built a standards-based program to prepare elementary teachers
TI-E-09	ED460664	Illinois State Board of Higher Education	2002	Discusses TI surrounding nontenure-track faculty; cautions institutions to ensure a balance between tenured/ tenure-track and nontenure-track faculty
TI-E-10	ED456869	Kim	2001	Provides an overview of issues affecting transfer students, to include inclusion of culturally competent personnel that can communicate in cross-cultural situations
TI-E-11	ED455902	Kirkpatrick	2001	Advocates diverse faculty/staff mentor programs as one multicultural strategy for CCs; argues that diversity is needed for CC survival and achievement

TI-E-12	ED451749	Koch	2001	Offers an annotated bibliography on educational theory and practice related to the first college year; includes several broad TI categories
TI-E-13	ED456693	Kreiser, ed.	2001	Provides policy documents on TI, ranging from academic freedom to ethics, and from research and teaching to intellectual property, and more
TI-E-14	ED454888	Martinez, ed.	2001	Covers TI from the Journal of the Faculty Association of California CCs; discusses a wide range of subjects chronicled in four editions of the journal
TI-E-15	ED464520	Milam	2001	Describes emerging study of Knowledge Management (KM); advocates KM to enhance institutional organizational learning, best practices, etc.
TI-E-16	ED455393	Noll, et al	2001	Compiles various business education articles; addresses TI in the areas of curriculum, teaching, and training and development
TI-E-17	ED456873	Princeton U.	2001	Contains 11 essays about TI affecting CCs; essays published in July 2001 by fellows in the Mid-Career Fellowship Program at Princeton University
TI-E-18	ED447500	Schell, ed.	2001	Addresses 14 TI areas focused on the counterproductive conditions in which part-time and non-tenure-track faculty must teach
TI-E-19	ED459548	Shaw, et al	2001	Summarizes TI involved in the instruction of college students with disabilities; offers a practical approach to teaching these students
TI-E-20	ED464524	Spradley	2001	Provides strategies for educating adult black males in college; argues that faculty can play a pivotal role in aiding success rates for this target population
TI-E-21	ED452368	Wonacott	2001	Surfaces TI created by the ever-increasing use of information and communications technology as a learning medium
TI-E-22	ED459325	Ziegahn	2001	Discusses how teachers can foster learning approaches by improving their awareness of, and sensitivity to, cultural differences

Journal articles

TI-J-01 EJ624658 Alesiak 2001
Teaching English in the Two-Year College, v. 28, no. 4, pp. 393-402, May
Considers how rhetoric, cognitive awareness, and competing cultures of students in a CC composition class provide many TI for instructors

TI-J-02 EJ639653 Berg 2001
Michigan Community College Journal: Research & Practice, v. 7, no. 2, pp. 9-28, Fall
Offers feedback from two distinguished professors about TI created by technology; discusses Internet use, and pros/cons of posting lecture notes

TI-J-03 EJ652542 Bower 2002
New Directions for Community Colleges, no. 118, pp. 79-87, Summer
Present CC minority faculty views on a number of TI; reports that discrimination and declining student quality are concerns

TI-J-04 EJ643763 Fisher 2001-2002
Appalachian Journal, v. 29, no. 1-2, pp. 90-97, Fall-Winter
Describes efforts to merge political activism, scholarship, and teaching; considers transformational education to ready students for societal roles

TI-J-05 EJ624090 Green 2001
Teaching and Change, v. 8, no. 2, pp. 215-24, Winter
Uses The College Board's Equity 2000 Project to show need for closing the achievement gap; offers ideas, including math and professional development

TI-J-06 EJ652541 Hagedorn, et al 2002
New Directions for Community Colleges, no. 118, pp. 59-67, Summer
Offers a literature review and national dataset analyses about perceived conditions of women CC faculty; covers "glass ceilings" and "academic funnels"

TI-J-07 EJ649299 Hardy 2002
Community College Journal of Research and Practice, v. 26, no. 5, pp. 383-399, Jun
Explores current and classical ethical issues CC faculty face as teachers; lists five possible areas for possible future research and study

TI-J-08 EJ639660 Hoffman 2001
Michigan Community College Journal: Research & Practice, v. 7, no. 2, pp. 97-106
Examines the effects of collaborative group learning in a CC multiethnic classroom; argues that teachers can enhance student success by this model

TI-J-09 EJ647381 Koolsbergen 2001
Peer Review, v. 3-4, no. 4-1, pp. 25-27, Summer-Fall
Discusses how one CC used learning communities to approach diversity issues; offers ideas for fostering meaningful dialogue on this topic

TI-J-10 EJ621164 Murphy 2001
Teaching English in the Two-Year College, v. 28, no. 3, pp. 259-264, Mar
Describes a CC internship program that allows area graduate students to teach in two-year colleges, and receive a form of pedagogical training unique to CCs

TI-J-11 EJ647378 Oates, et al 2001
Peer Review, v. 3-4, no. 4-1, pp. 9-13, Summer-Fall
Examines a variety of TI, to include teaching teams, learning about learning, promotions and tenure, and promoting community and institution citizenship

TI-J-12	EJ630234	Pate	2001	Chronicles development and delivery of an online U. S. History course at a Virginia CC; discusses students who avoid traditional lecture-based courses
OAH Magazine of History, v. 15, no. 3, pp. 52-54, Spring				
TI-J-13	EJ649278	Poulakis	2001	Describes a CC English teacher's approach to teaching literature in translation, to include developing a translation web site for the subject
Inquiry, v. 6, no. 2, pp. 7-16, Fall				

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